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ABSTRACT

During 1980-81, 189 Texas school districts and 6 special projects provided programs designed to meet the needs of 111,703 migrant children. Programs provided instructional (reading, mathematics, English language arts) and noninstructional support (dental and medical services, transportation, clothing) services. Parental involvement and student recruitment were emphasized. Summer school programs offered instructional enrichment, physical education, and recreational activities to 6,843 migrant students. Results of the Texas Assessment of Basic Skills (TABS), administered to fifth and ninth grade students, indicated lower percentages of migrant children mastered reading, arithmetic, and writing objectives. Fifth grade data indicated migrant students mastered reading skills using context clues (66%), distinguishing fact and non-fact (22%), spelling (89%), punctuation (32%), adding whole numbers (85%), and interpreting place values (19%). Ninth grade data indicated 75% were able to follow written directions, 26% mastered distinguishing fact and non-fact, 82% mastered capitalization, 29% demonstrated correct English usage, and 91% were able to add and subtract whole numbers. Solving personal finance problems was mastered by 19% of the students. Tabular data cover regular school term enrollment by grade, ethnicity, and program component; test percentages for fall-to-spring and spring-to-spring testing; and test percentages for fifth grade writing and math and ninth grade reading, writing, and math. (NQA)

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REPORT ON ESEA, TITLE I MIGRANT, 1980-81 (Texas)

1982

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RC 013445

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INTRODUCTION

The unique needs of children of migratory parents began to receive special attention in the State of Texas with the iniation of the Texas Project for the Education of Migrant Children. Started with state and local funds in the fall of 1963, the project provided special educational experiences for approximately 3,000 students in five school districts. The program grew over the next few years, but remained a state and locally funded effort. The 1965-66 school year saw the first infusion of federal funds when the project was supplemented by a grant of over $3.3 million from the U. S. office of Economic Opportunity Act of 1964. This was followed in 1966 by another grant under the same act of the Elementary and Secondary Education Act. The Title 1 grant has increased steadily since 1966 so that today's migrant education program is almost entirely funded from federal sources.

The need to evaluate the special programs has been present since the inception of the Texas Project for the Education of Migrant Children. The extent and method of evaluating the projects has varied as the program has changed and expanded. The evaluation effort for the 1980-81 school year was authorized in Title 1 regulations, published April 3, 1980 in the Federal Register, and resulted in different tasks to be performed by the state and local education agencies. The Texas Education Agency required those school districts operating a Title 1 Migrant program to submit a report in which the district evaluated separately each of the components funded in the 1980-81 Application for ESEA Title 1 Migrant Funds. In the application for funding, the local district established objectives for each component of the migrant program. The evaluative data collected from each district included the extent to which the objective was achieved and the rationale used in assigning this rating. Instructional components and noninstructional support components were evaluated on the basis of information provided by those most closely involved with the component.

PURPOSES

In addition to meeting the federal mandate that an annual statewide evaluation of migrant programs funded through Title 1 be conducted and results reported to the U. S. Commissioner of Education, other purposes of the evaluation process include the following:

- To assure the U. S. Commissioner of Education and the Congress that the funds expended in Texas were used to supplement education for migrant children;
- To provide local school districts with a format for evaluating the migrant program that will produce conclusions and recommendations that can be used for decision making, while at the same time meeting the need for state information;
- To provide the local school districts with information for determining the needs of children for future program planning;
- To provide personnel of the Texas Education Agency with information to assist in program planning and approval for succeeding years

PHILOSOPHY

The philosophy under which the Texas Migrant Education Programs funded through ESEA, Title 1 Migrant operated during 1980-81 is described in A Program Guide for Migrant Education produced by the Compensatory and Migrant Education Division of the Texas Education Agency, Austin, Texas. A pilot draft of this document was created in June 1977.

The Texas Migrant Program is based on the belief that the purpose of the public school system is to provide educational opportunities for all children.

The migratory child in Texas needs special help because of:

the mobility of the family, and

the difficulties experienced with the use of English as a second language or because of regional dialect.

The Texas Migrant Education Program is committed to the philosophical principles which provide the basis for:

a program that will help the migrant realize the highest possible potential, creativeness, and usefulness, and

a program that will prepare the migrant to function adequately in the mainstream of the educational program.

Participants in the Texas Migrant Education Program must meet the definition of either a "currently migratory child" or a "formerly migratory child" found in Title 45, Chapter 1, Part 116 d, Subpart A, Section 116 d.2 (see Federal Register, Vol. 43, No. 219, 11/13/78):

> "Currently migratory child" means a child (a) whose parents or guardian is a migratory agricultural worker or a migratory fisher, and (b) who has moved within the past twelve months from one school district to another--or, in a State that is comprised of a single school district, has moved from one school administration to another-- to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural of fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural of fishing activity. "Formerly migratory child" means a child who (a) was eligible to be counted and served as a currently migratory child within the past five years, but is not now a currently migratory child; (b) lives in an area served by a Title 1 migrant education project; and (c) has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

PROGRAM

Descriptive data on the Fiscal Year 1981 Title 1 Migrant Program were taken from the completed forms entitled Annual Evaluation Report of Programs Funded Through ESEA, Title 1 Migrant, 1980-81.

There were 189 Texas school districts and 6 special projects approved and funded to operate migrant programs during the 1980-81 school year. In addition, 168 districts were members of 13 cooperative projects and 20 Education Service Centers were in operation, for a grand total of 383 participating agencies.

The educational program may be operated by a district on several different plans, according to the district's needs and situation. Many school districts offer supplementary instructional activities and extra services during the day. These activities are usually provided by a supplementary or resource teacher in a classroom, a circulating supplementary teacher, or teacher aides. Other school districts provide an extended day program in which migrant children participate in the regular school program and school day activities, but receive additional instruction and services after school. Some school districts use a combination of these or other appropriate program plans.

The objectives in all of these program structures have been to provide the migrant pupils with supplementary instruction and support services. The supplementary instruction was primarily in reading, English language arts, and mathematics. The support services included clothing, transportation, attendance services, fees, guidance and counseling, dental and medical services, and food. Staff development has been provided for personnel involved with the migrant program. Other objectives have placed special emphasis on parental involvement programs and recruitment of migrant students. Summer school programs offer a variety of instructional activities, as well as enrichment, physical education, and recreational activities.

PARTICIPATION IN THE PROGRAM

During the 1980-81 school year, 111,703 children of migratory parents were involved in programs specifically designed to meet their needs. Table 1 lists the number and percent of participants in migrant programs by grade level (weighted to reflect the fact that only one-third of the state's districts reported). As in past years, the majority of the children participating were in the elementary grades (approximately 66 percent is prekindergarten through grade 6). Over the past 15 years, both the number of students and the number of districts participating have increased steadily.

All of the children received supplementary instructional services funded through Title 1 Migrant or other supplementary sources such as Title 1, Title VII, The Emergency School Aid Act (ESAA), etc. In addition, participants received pupil services through the use of Title 1 Migrant funds.

INSTRUCTIONAL ACTIVITIES

Pupils participated in reading, mathematics, other language arts, and other areas (including computer-assisted instruction, science, and tutorial).

Table 3 shows the number of participants by instructional activity.

NONINSTRUCTIONAL SUPPORT ACTIVITIES

Participation for noninstructional support activities were reported according to the description in the components of the Application for ESEA, Title 1 Migrant Funds. Table 4 displays the different support components reported. Because of some inconsistency in reporting, it is difficult to ascertain accurately the extent and specific type of services received by pupils. However, local districts are still able to evaluate the component by the objectives established in the approved application.

SUMMER PROGRAMS

A total of 6,843 children participated in a variety of programs during the summer of 1981. Many of the programs involved individualized remediation for students who needed help to become better prepared for the next year.

ACHIEVEMENT DATA

Tables 5 and 6 reflect migrant student achievement data by component and testing interval. These data are reported by grade in normal curve equivalents (NCEs) with gains ranging from -4.8 to 11.4.

STATUS OF MIGRANT STUDENTS IN BASIC SKILL AREAS

Lower percentages of migrant children mastered reading, arithmetic, and writing objectives tested by the Texas Assessment of Basic Skills (TABS) administered to Texas fifth and ninth grade students than did students in either the total population or the total Hispanic population. These data are displayed in Tables 7 through 12.

Fifth grade migrant students did best in reading skills of using context clues (66%) and least well in distinguishing fact and non-fact (22%). Seventy-five percent of ninth grade students mastered the reading skill exposed as "follows written directions" while distinguishing fact and non-fact was mastered by the least (26%) migrants.

Eighty-nine percent of migrant fifth graders demonstrated mastery of the spelling objective on the TABS test, while only 32% mastered punctuation. Ninety-seven percent had acceptable handwriting. Highest attainment (82%) was achieved by ninth grade migrants in capitalization, while 93% had acceptable handwriting. Only 29% of migrant ninth graders demonstrated correct English usage.

The mathematics objective mastered by the largest percentage (85%) of fifth graders was adding whole numbers, while only 19% were able to interpret place values. Ninety-one percent of ninth grade migrants tested were able to add and subtract whole numbers. The mathematics objective mastered by the fewest migrants (19%) was solving personal finance problems.

USE OF TABS RESULTS

Curriculum planners would be well advised to look at results for the districts or regions they are working with. Objectives mastered by lower percentages of migrants than acceptable to local standards provide indicators of needs for inservice training for teachers and aides as well as indicating a need for improved curriculum materials in areas which serve as a foundation for the objective tested.

CONCLUSION

The Annual Evaluation Report of Programs Funded Through Title I Migrant Regular Term 1980-81 and Summer Term 1981 provides sufficient demographic and quantitative data concerning migrant programs, but it is of questionable value in determining impact with regard to student gains. Participating districts turned in multiple page reports showing student gains in NCEs in their various components. The greatest average gains appeared in reading with a fall to spring testing interval. Texas Achievement of Basic Skills (TABS) test data in reading, writing and mathematics of students in grades five and nine revealed that migrant students have severe unmet needs in basic skill attainment. Moreover, many of these deficiencies were also reported as problem areas in the past.

Migrant students, although still lacking, have improved in distinguishing fact from non-fact, handwriting and adding whole numbers, while falling behind in spelling, punctuation and interpreting place values.

Ninth grade migrants improved their skills in capitalization, handwriting and adding or subtracting whole numbers. Their mastery of following written directions, distinguishing fact from non-fact, correct English usage and solving personal finance problems was not as high as in the past.

The combination of test data and TABS data indicate certain needs of migrant students and give a focus to specific areas to concertrate the instruction to meet these needs.

TABLE 1

Weighted Participation of Children in Regular Term Migrant Programs
1980-81

Grade Level	Number of Students	Percent of Total
Prekindergarten	3,048	2.7%
Kindergarten	8,145	7.3
1	11,034	9.9
2	10,410	9.3
3	10,683	9.6
4	10,483	9.4
5	9,795	8.8
6	8,898	8.0
7	9,549	8.5
8	7,857	7.0
9	8,373	7.5
10	5,994	5.4
11	4,404	3.9
12	3,030	2.7
TOTAL	111,703	100.0%

TABLE 2

Weighted Number of Participants in Migrant Programs by Ethnicity
1980-81

Grade	Hispanic	Other	Total
Pre K	2,985	63	3,048
K	7,500	645	8,145
1	10,248	786	11,034
2	9,699	711	10,410
3	9,915	768	10,683
4	9,769	714	10,483
5	9,129	666	9,795
6	8,310	588	8,898
7	9,012	537	9,549
8	7,422	435	7,857
9	7,986	387	8,373
10	5,676	318	5,994
11	4,176	228	4,404
12	2,877	153	3,030
Total Regular Term	104,704	6,999	111,703
Total Summer Term	5,628	1,215	6,843

TABLE 3

Weighted Number of Students Served in Components
1980-81

COMPONENT TITLE	NUMBER SERVED IN COMPONENT
Reading	60,579
Other Language Arts	18,171
Math	29,949
Other (CAI, Tutorial, Science, etc.)	2,130

TABLE 4

Weighted Number of Participants Served in Support Services
1980-81

Number Students Receiving Support Services During Regular Term	81,846
Number Students Receiving Support Services During Summer Term	2,505
Number Students Receiving Medical Care	12,126
Number Students Receiving Dental Care	7,806
Number Parents Involved	18,846

TABLE 5

1980-81 Migrant Achievement Data by Component
Fall to Spring Testing

GRADE	READING				OTHER LANGUAGE ARTS				MATH				OTHER			
	Number Pre and Post-tested	Pre-test Mean NCE	Post-test Mean NCE	Mean NCE Gain	Number Pre and Post-tested	Pre-test Mean NCE	Post-test Mean NCE	Mean NCE Gain	Number Pre and Post-tested	Pre-test Mean NCE	Post-test Mean NCE	Mean NCE Gain	Number Pre and Post-tested	Pre-test Mean NCE	Post-test Mean NCE	Mean NCE Gain
2	683	35.2	37.6	2.4	402	35.6	36.2	0.6	529	35.8	38.8	3.0	2	60.5	69	8.5
3	883	31.3	35.8	4.5	427	33.2	34.8	1.6	668	36.2	39.1	2.9	1	17.0	19.0	2.0
4	974	28.5	33.1	4.6	227	27.3	31.7	4.4	651	30.9	37.0	6.1	1	47.0	50.0	3.0
5	848	30.8	36.9	6.1	263	29.5	34.6	5.1	635	31.9	36.5	4.5	6	53.5	56.0	2.5
6	821	31.1	35.5	4.4	209	31.8	34.2	2.4	533	34.1	37.5	3.4	6	65.0	66.5	1.5
7	843	27.2	33.3	6.1	403	35.3	35.1	-0.2	624	34.9	36.6	1.7	17	38.8	44.3	5.5
8	604	26.4	32.6	6.2	347	31.6	32.7	1.1	646	31.1	35.5	4.4	14	45.6	49.8	4.2
9	177	33.6	35.4	1.8	142	31.1	34.2	3.1	122	33.7	36.3	2.6	243	34.7	38.7	4.0
10	87	35.6	36.5	0.9	107	33.8	33.8	-0-	175	30.9	32.1	1.2	151	38.3	35.1	-3.2
11	78	34.1	36.6	2.5	77	37.3	39.3	2.0	73	36.8	37.7	0.9	111	34.6	35.7	1.1
12	41	28.6	30.7	2.1	43	33.6	45.0	1.4	31	34.0	41.1	7.1	124	34.9	38.2	3.3

TABLE 6

1980-81 Migrant Achievement Data by Component
Spring to Spring Testing

GRADE	READING				OTHER LANGUAGE ARTS				MATH				OTHER			
	Number Pre and Post-tested	Pre-test Mean NCE	Post-test Mean NCE	Mean NCE Gain	Number Pre and Post-tested	Pre-test Mean NCE	Post-test Mean NCE	Mean NCE Gain	Number Pre and Post-tested	Pre-test Mean NCE	Post-test Mean NCE	Mean NCE Gain	Number Pre and Post-tested	Pre-test Mean NCE	Post-test Mean NCE	Mean NCE Gain
2	560	33.9	34.4	0.5	25	42.5	48.4	4.9	206	34.4	36.3	1.9	59	38.0	40.7	2.7
3	702	31.4	33.6	2.2	56	42.3	41.0	-1.3	335	38.0	41.7	3.7	59	33.9	35.0	1.1
4	879	31.1	33.9	2.8	28	36.8	45.0	8.2	375	37.3	41.2	3.9	70	32.5	33.6	1.1
5	705	30.5	32.4	1.9	25	39.2	38.4	-0.8	332	39.0	42.8	3.8	55	33.4	36.3	2.9
6	660	28.4	33.5	5.1	57	41.3	43.3	2.0	237	38.5	42.4	3.9	67	30.6	34.1	3.5
7	661	30.6	32.9	2.3	76	38.9	40.2	1.3	156	33.0	35.6	2.6	25	32.4	36.3	3.9
8	523	33.9	34.7	0.8	52	41.0	41.6	0.6	158	39.6	40.1	0.5	23	26.1	29.2	3.1
9	279	33.2	34.1	0.9	9	45.9	48.5	2.6	100	37.0	38.7	1.7	17	19.6	20.7	1.1
10	186	32.0	33.1	1.1	11	50.9	54.6	3.7	87	38.1	38.6	0.5	12	34.3	34.3	-0-
11	79	34.1	36.2	2.1	8	46.4	41.6	-4.8	28	39.6	36.2	-3.4	16	34.2	37.1	2.9
12	69	32.7	35.1	2.4	13	41.2	48.9	7.7	33	33.5	41.6	8.1	7	27.0	33.6	6.6

TABLE 7

GRADE 5: READING

Percentages of Students Mastering Objectives
According to Participation in Special Programs

For a complete report of Texas Assessment of Basic Skills (TABS) refer to TABS 1981 publication from the Texas Education Agency, report date September, 1981

		% of Students Demonstrating Mastery										
		1	2	3	4	5	6	7	8	9	10	11
		Identify Main Idea	Recall Facts, Details	Sequence Events	Distinguish Fact, Non-Fact	Draw Conclusions	Predict Outcomes	Use Context Clues	Use Index	Use Maps, Charts	Follow Written Directions	Identify Character Feelings
Eligible for Title I Migrant Programs:	5,034	35	45	42	30	32	40	71	64	53	63	46
Participants in Migrant Language Arts:	4,553	28	41	35	26	28	34	66	59	47	57	39
Participants in Migrant Math:	2,701	28	39	33	24	27	31	64	56	44	53	38
Participants in Migrant Oral Language:	1,704	23	35	30	22	24	29	60	54	43	50	34
Reference Data - Hispanic Students:	58,907	45	52	51	39	39	47	80	70	61	71	59

TABLE 8

GRADE 5: WRITING

Percentages of Students Mastering Objectives
According to Participation in Special Programs

For a complete report of Texas Assessment of Basic Skills (TABS) refer to TABS 1981 publication from the Texas Education Agency, report date September, 1981.

		% of Students Demonstrating Mastery						Writing Sample/% achieving Each Rating						
		Objectives						Handwriting Ratings				Organization/Purpose		
		Spelling	Punctuation	Capitalization	Correct English Usage	Sentence Structure	Commonly Used Forms	Acceptable	Hard to Read	Illegible	Not Ratable	Raw Score of 4 or 3	Raw Score of 2	Raw Score of 1 or 0
Eligible for Title I Migrant Programs:	5,048	89	43	79	48	68	79	97	1	0	2	12	55	33
Participants in Migrant Language Arts:	4,559	87	37	73	42	62	75	97	2	0	2	10	54	36
Participants in Migrant Math:	2,708	87	35	71	40	60	72	96	2	0	2	11	53	37
Participants in Migrant Oral Language:	1,710	80	32	68	37	55	68	93	2	0	5	8	50	42
Reference Data - Hispanic Students	58,944	92	50	83	56	74	85	97	1	0	2	17	57	26

TABLE 9

GRADE 5: MATHEMATICS

Percentages of Students Mastering Objectives
According to Participation in Special Programs

For a complete report of Texas Assessment of Basic Skills (TABS) refer to TABS 1981 publication from the Texas Education Agency, report date September, 1981

		% of Students Demonstrating Mastery											
		1	2	3	4	5	6	7	8	9	10	11	12
		Geometric Terms, Figures	Interpret Place Values	Add Whole Numbers	Subtract Whole Numbers	Multiply Whole Numbers	Divide Whole Numbers	Solve Word Problems: +, -	Solve Word Problems: x, /	Units of Measure	Interpret Graphs	Identify Equivalent Fractions	Sequence Numbers
Eligible for Title I Migrant Programs:	5,108	41	25	85	73	67	65	77	39	77	73	31	56
Participants in Migrant Language Arts:	4,588	39	23	84	71	63	60	75	34	74	68	27	53
Participants in Migrant Math:	2,740	35	22	84	69	63	58	73	31	73	67	25	51
Participants in Migrant Oral Language:	1,725	35	19	82	66	59	56	71	30	66	62	23	47
Reference Data - Hispanic Students:	59,606	52	29	87	76	69	68	80	45	83	79	36	66

TABLE 10

GRADE 9: READING

Percentages of Students Mastering Objectives
According to Participation in Special Programs

For a complete report of Texas Assessment of Basic Skills (TABS) refer to TABS 1981 publication from the Texas Education Agency, report date September, 1981

		% of Students Demonstrating Mastery											
		1	2	3	4	5	6	7	8	9	10	11	
		Identify Main Idea	Sequence Events	Perceive Cause--Effect	Evaluate Information	Distinguish Fact, Non-Fact	Draw Conclusions	Make Generalizations	Follow Written Directions	Use Parts of Books	Use Reference Skills	Use Maps, Charts	% Mastering Test
Eligible for Title I Migrant Programs:	5,053	42	42	56	45	34	47	38	79	37	73	41	37
Participants in Migrant Language Arts:	2,302	36	39	52	41	31	42	34	75	33	72	38	31
Participants in Migrant Math:	1,278	37	41	53	42	33	42	34	75	33	70	37	32
Participants in Migrant Oral Language:	793	32	32	45	35	26	37	27	70	27	64	32	24
Reference Data - Hispanic Students:	52,242	54	54	66	57	47	57	44	85	47	80	52	52

TABLE 11
GRADE 9: WRITING
Percentages of Students Mastering Objectives
According to Participation in Special Programs

For a complete report of Texas Assessment of Basic Skills (TABS) refer to TABS 1981 publication from the Texas Education Agency, report date September, 1981.

		% of Students Demonstrating Mastery						Writing Sample/% achieving Each Rating							
		Objectives						Handwriting Ratings				Organization/Purpose			
		Spelling	Punctuation	Capitalization	Correct English Usage	Sentence Structure	Commonly Used Forms	Acceptable	Hard to Read	Illegible	Not Ratable	Raw Score of 4 or 3	Raw Score of 2	Raw Score of 1 or 0	% Mastering Test
Eligible for Title I Migrant Programs:	5,057	76	49	82	39	66	65	93	2	0	5	9	64	27	63
Participants in Migrant Language Arts:	2,294	73	47	81	36	62	60	91	2	0	7	6	63	31	59
Participants in Migrant Math:	1,277	73	47	79	35	61	62	93	1	0	6	7	61	32	57
Participants in Migrant Oral Language:	798	68	45	79	29	57	56	87	2	0	12	5	53	43	49
Reference Data - Hispanic Students	52,279	82	55	85	49	74	75	95	1	0	4	13	67	20	73

TABLE 12
GRADE 9: MATHEMATICS
Percentages of Students Mastering Objectives
According to Participation in Special Programs

For a complete report of Texas Assessment of Basic Skills (TABS) refer to TABS 1981 publication from the Texas Education Agency, report date September, 1981

		% of Students Demonstrating Mastery											
		1	2	3	4	5	6	7	8	9	10	11	
		Add/Subtract Whole Numbers	Multiply/Divide Whole Numbers	Solve Problems: +, -, x, /	Use Fractions, Mixed #'s to +, -, x	Use Decimals to +, -, x, /	Solve Personal Finance Problems	Solve Problems Using Money	Use Measurement Units	Use Ratio/Proportion/Percent	Read Maps	Interpret Charts, Graphs	% Mastering Test
Eligible for Title I Migrant Programs:	5,084	91	80	39	40	61	27	71	53	29	62	84	50
Participants in Migrant Language Arts:	2,316	90	79	35	37	61	23	67	50	25	59	81	46
Participants in Migrant Math:	1,290	89	76	34	35	58	23	65	49	25	59	81	43
Participants in Migrant Oral Language:	810	91	78	30	36	56	19	64	43	22	56	73	40
Reference Data - Hispanic Students:	52,716	93	84	48	47	68	34	77	59	35	71	90	60